



GEOGRAPHY EDUCATORS' NETWORK OF INDIANA NEWSLETTER

Volume 108, Issue 2

Spring, 2008

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February Conference Frenzy!

February kept the GENI main office extremely busy with four conferences in Indianapolis. Its events like these that help us connect face-to-face with educators and get them fired up about geography education.

The 38th Annual HASTI (Hoosier Association of Science Teachers, Inc.) was held February 7-8 at the Indiana Convention Center. In addition to having a booth again this year, GENI representatives provided sessions on GIS in the classroom, GPS & GeoCaching, and hands-on tools for teaching biomes. We were able to reach several earth science teachers with some great GENI materials and resources.



Doug Marvel, GENI Board Member, presented and helped with GENI booth at NCSS Regional.

GENI also participated in the annual Indiana GIS Conference February 18-19 at

Continued on page 3



Don't Forget GIS

By Doug Marvel, Spatial Marvels, GeoSpatial Technology Consultant

I've been reading several articles lately pertaining to Geography education, or lack thereof, in our schools today. This is an ironic fact given that, especially over the last decade our country's economics and politics have been taking us into a more "global" existence. It seems that it's more important than ever that we know and understand more about culture and geography abroad, yet funding and education seems to be declining, or at least in some kind of holding pattern. The call for more geography education is right on target and efforts of geography educators should be applauded, encouraged, and supported any way possible. However, there does seem to be a part of the equation

missing from the efforts and discussions, things that could augment and support the call for more geographic literacy.

Geospatial technology is one of the fastest growing technology sectors and the outlooks for jobs in this industry are quite favorable. Implications of this technology are across the board for virtually all industries. For example, back in the early 90's when I was working for a government agency, I was contacted by a local community college that had heard about the technology. They wanted a better understanding of it so they could decide which department had the most applicability and should have domain over it. After some discussions and explanations of what the technol-

Continued on page 4

Special Points of Interest:

- Summer workshops with graduate credit for new high school course
- Indiana Geographic Bee State Finalists
- Teacher of the Year Awards
- Famous Russian Geographer

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Calendar of Events:

- Mar. 29—**Create a Landmark Contest** deadline. Contest is for 4th-6th grade classrooms. www.historiclandmarks.org/Resources/Classroom/CreateLandmark
- Apr. 4—**Indiana State Geographic Bee** to be held at IUPUI 12:00 - 5:00 p.m. Contact Kathy Kozenski, (317)274-8879/jeni@iupui.edu, for details.
- Apr. 24-25—**Geological Society of America** will hold its 42nd annual North-Central Meeting at the Casino Aztar in Evansville. www.geosociety.org/sectdiv/Northc/08mtg
- Apr. 25-26—**GENI long range planning meeting**. Contact the main office if interested in attending.
- Apr. 30—Deadline for **Economics Poster Contest**; grades 2-8; winners receive \$50 savings bond. For entry information visit www.econed-in.org/calendar_rules.asp
- May 9—Application deadline for **Toyota International Teacher Program to the Galapagos Islands** for teachers and librarians (6-12). Visit www.iie.org/toyota for more information.
- Summer 2008—GENI will host additional **Geography & History of the World Institutes**. See page 15.
- July 13-26—**13th Annual International Studies Summer Institute** for grades 7-12. See page 14.
- **ICEE Summer workshop dates** and locations released, including Ball State, Purdue, Univ. of Southern Indiana, Indiana State, IPFW, IU Northwest, IU Southeast, IU East, and Indianapolis. Visit www.econed-in.org.

Resources

- **GeoPedia**—a wiki-style companion to NGS feature stories; provides in-depth background material on a given topic; research tool with valuable links to the best resources. Ask experts a question, share a link, or contribute your story ideas. <http://ngm.nationalgeographic.com/geopedi>
- **Windows to the Universe**—Aimed at portraying Earth and Space Sciences in a fun way. Includes information about space weather, global space physics and a real time movie of current solar activity. www.windows.ucar.edu/
- **Planet in Peril**—Special CNN Reports, Anderson Cooper, Jeff Corwin, and Dr. Sanjay Gupta explore the earth's environmental issues. Section for educators. www.cnn.com/SPECIALS/2008/planet.in.peril
- **27 Ideas for Teaching With Topographic Maps**—USGS publishes more than 57,000 topographic maps covering the USA. Ideas to teach with them maps are presented by grade level with a listing of other USGS resources related to the topic. http://education.usgs.gov/common/lesson/teaching_with_topographic_maps.html
- **Water Science For Schools** - ideal for student reports, offering sections on the amount and location of water, water use, water questions and activities, and im-
- ages. <http://ga.water.usgs.gov/edu/>
- **Terrestrial Ecoregions of the World**—look up your local ecoregion today or choose any location on the planet. Includes Educators Guide. www.nationalgeographic.com/wildworld/terrestrial.html
- **Teaching Geography**—A video workshop for grade 7-12 teachers; 8 one-hour video programs, workshop guide, and Web site; graduate credit available. <http://learner.org/resources/series161.html>
- **Geography Printables**—Foster global awareness in your class with U.S. and world geography printables, lessons and references. www.teachervision.fen.com/geography/teacher-resources/6642.html
- **GeoInteractive**—provides educational resources for Geography teachers. The website has two separate sections that you can join. www.geointeractive.co.uk/
- Useful sites for teaching about the **2008 elections**:
www.pollingreport.com
www.realclearpolitics.com
www.educationworld.com/a_curr/stategy/stategy050.shtml
www.teacherlink.usa.edu/tlresources/units/byrnesF2000/HILHOL/resources.htm
www.lessonplanspage.com/SSLAImportanceOfVotingUsesTrue3LittlePigsK2.htm

Conferences continued from page 1

the Hyatt Regency downtown. The Indiana GIS professional users and providers are a great group to work with and always eager to get involved with K-12 educators. If you are interested in bringing a GIS professional into your classroom, contact the GENI office or the Indiana Geographic Information Council.

The Indiana Association of Historians held their annual meeting at IUPUI on February 22-23. It provides an opportunity to brainstorm items that the History Educators' Network of Indiana and the state's historians, both academic and public, can undertake to assist Indiana K-12 education.

To finish off the busy month, ICSS hosted the NCSS Great Lakes Regional Conference February 28-29 at the Indiana Convention Center. GENI provided an entire "geography strand," including geospatial technologies, Geography & History of the World, global climate change and more.

GENI also presented its annual teacher of the year awards at the Thursday evening reception held at the Indiana State Museum. (See awards article on page 5.) It was a first-class reception at a spectacular venue.

The Conference brought in teachers from Minnesota, Wisconsin, Iowa, Michigan, Illinois and Ohio. The orga-



GENI booth at the NCSS Great Lakes Regional

nizing committee should be commended on their dedication and countless days/months spent putting this event together. ICSS will resume its annual conference schedule on November 6, 2008 at IUPUI.

We would like to extend a special thanks to all who presented and helped out with the GENI booth at these conferences. Your passion for geography education inspires us all and benefits students across our state!

National Geographic Bee Hits the 20-Year Mark

Once again, GENI will host the 20th annual Indiana Geographic Bee at IUPUI on April 4th. According to the National Geographic, fewer than one in a thousand of the millions who participated in their school Bees advanced to the state level. See pages 8 and 9 for a list of the 103 Indiana state qualifiers.

Global events and diminishing resources, like the recent gasoline price increase, make us aware of how important it is to understand geography in order to put places, peoples and history into context. As these students studied geography and prepared for the road to this Bee, their knowledge of how geography affects the planet has grown. We hope that they will use that knowledge to encourage their fellow citizen to protect all aspects of the Earth: its natural resources, its cultures, and its people.

A special thanks to **Plum Creek**, the largest and most geographically diverse private landowner in the nation with more than 8 million acres of timberlands in major timber producing regions of the United States and 10 wood products manufacturing facilities in the Northwest. They are sponsoring all of the state-level Bees.

If you are interested in attending the competition, visit the GENI web site for a copy of the schedule. Chris Wright, chief meteorologist for WTHR Channel 13 here

in Indianapolis will moderate the final round again this year. An IU production crew will also be on hand to film the final round. This will then air on PBS stations around the state some time in May and again during summer programming. DVD's will be available for purchase in May as well.

For more information on the National Geographic Bee, visit www.nationalgeographic.com/geographybee.



2008 Bee Stats

Gender Breakdown:

Boys = 93 Girls = 10

Grade Breakdown:

4th = 1 5th = 6 6th = 10 7th = 28 8th = 58

School Breakdown:

Public = 71 Private = 28 Homeschool = 4

Private School Breakdown:

*Faith Based = 23 Non-Faith Based = 5

*[Catholic = 15 Lutheran = 3 Other Christian = 5]



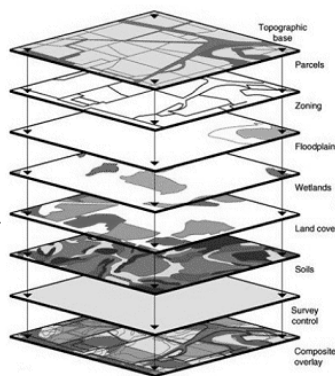
GIS continued from page 1

ogy was all about, their first comment back to me was “This technology has applications and benefits to virtually all our departments!” This is when I knew the “light bulb” had come on. They still didn’t necessarily understand all the nuts and bolts of how to use the software and data, but they realized how pervasive the technology was.

In a recent article of a GIS trade magazine, Jack Dangermond, founder of the GIS software company ESRI, talked about “The Geographic Approach” and discusses how GIS “provides a framework for understanding, managing, and improving our world.” GIS provides the tools in which we visualize, study, and analyze not only our impact in our respective societies and cultures, but also addresses many of our day to day activities. Our government has solidly embraced this technology and the business community is quickly beginning to comprehend the importance of getting a better understanding of the marketplace through geographic means. The health care industry is adopting the technology to map correlations related to factors that affect our health and well being. Environmentalists use the technology to visualize and analyze our world and the impact we have on it. Many of us use the technology to just simply figure out the best way to get to our destinations. And the list goes on and on. This industry is growing at a phenomenal rate and the GIS user community is on the front lines of understanding the importance of geographic literacy.

So, what can we do to help?

On a larger scale, the people who are on the front lines of lobbying our government for additional funding should reach out to the professional GIS community to mobilize another segment of our society for additional



Sample of layers of data

backup and support. There are several national organizations that represent tens of thousands of GIS professionals and many even have local or regional chapters. At a more local level I encourage educators to reach out to GIS professionals in their area, just as I encourage GIS professionals to reach out to their local educators. Never underestimate the power of a cup of coffee to just sit down with each other and help increase the learning curve each person has to overcome to bridge the apparent gap that

exists between the education and GIS community.

There are many things that can be done to bridge the gap, and GIS Day is one prime example. But there are also other things that can be incorporated that don’t necessarily require a lot of time and resources. For example: recently my son, a seventh grader, had a homework assignment in social studies where he was to report on something happening abroad. He chose an activity that was taking place in England. He did a good job reporting on the event but I convinced him to supplement his report with a map of England showing the major cities and a star to show the location of where his event was taking place. This not only provided some geographic context but we also started on some other tangents like proximity to London, was it an urban or rural area, what kind of an impact did the event have on surrounding communities, etc. He gained a better geographic understanding of his project from just a simple map. This is just one example of how the educators and GIS professionals can join forces to help the cause of promoting geographic knowledge and awareness. So, when the education community engages in discussions and efforts to improve our geographic education, **don’t forget GIS!**

C-SPAN CLASSROOM

As a C-SPAN Classroom member you will have access to Standards-based, copyright cleared, short, downloadable weekly video clips featuring C-SPAN programming and organized into six major topic areas: Principles of Government, U.S. Constitution, Legislative Branch, Executive Branch, Judicial Branch, Political Participation.

- Campaign 2008 video clips and teaching resources to help students begin tracking the 2008 presidential elections.
- Discussion questions linked to national and selected state standards.
- Special premium offers for members like free DVD's and posters.
- Information on our Student Cam competition, fellowship program, and educator grants.

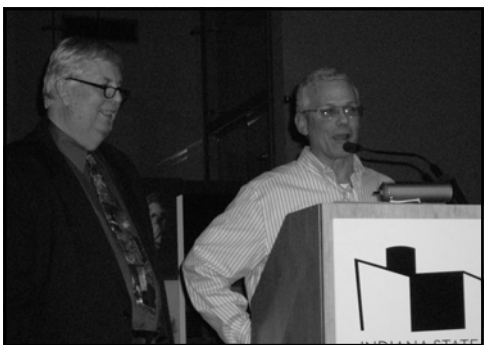
After enrolling as a member, we will communicate with you via e-mail. You will receive at least one e-mail per week highlighting our latest Clip of the Week and Campaign Clips. To learn more, visit: www.c-spanclassroom.org.

Geography Teacher of the Year Awards

GENI presented its Teacher of the Year Awards during the National Council for the Social Studies Great Lakes Regional Conference, held in Indianapolis February 28-29. ICSS hosted an evening reception at the Indiana State Museum on the 28th. It was a splendid backdrop for the annual awards presentations. Dr. Roger Jenkinson, former GENI Board President and Chair of Taylor University's Geography Department, made the presentations.

The Indiana High School Geography Teacher of the Year Award went to Mr. Tim Gavin of Penn High School in Mishawaka, Indiana. Tim is a retired U.S. Army Lieutenant Colonel who graduated from Elkhart Memorial High School in 1973. In June 1978, he was commissioned through the ROTC program at Michigan State University, where he graduated with a Bachelor of Science in Forestry. Immediately entering active duty, he remained in the regular Army for over 23 years, serving in various command and staff positions in four Infantry Divisions. Additionally, he saw duty with the Defense Intelligence Agency, both in the Pentagon and at the American Embassy in San Salvador - along with later service in the US Atlantic Command in Norfolk, VA.

In 2001, after retiring from the Army and completing a Masters of Arts in Teaching through Indiana University,



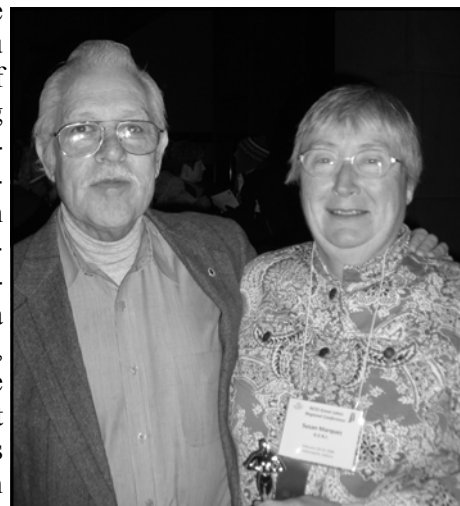
Tim Gavin accepts his award.

Tim returned home to Elkhart and began his teaching career at Penn High School, where he has taught Geography for the past 6 ½ years. Tim fits in quite well with the unusual and talented Penn Social Studies Department, too, as many of his colleagues supported this award.

Because of his military work, Tim was familiar with geospatial technologies prior to any public awareness. The students in his classes benefit from these experiences through the use of GPS, GIS, aerial photography, remote sensing, and satellite imagery in acquiring data, analyzing lots of information, solving problems, and conjecturing about the future. Tim has presented at numerous workshops addressing geography, social studies, and geospatial technologies. Tim also currently serves on the GENI Board of Directors.

Tim is married to the former Katherine Linn of Elkhart, Indiana and together they have two sons, Patrick age 32, Corey age 30 and one daughter, Alyssa age 27.

The Indiana Middle School Geography Teacher of the Year Award went to Mrs. Susan Marquez, a Spanish teacher at North White Middle and High School. You may wonder "Why, a Spanish teacher?" Susan first fell in love with geography after participating in a Seminar on Asia, where she met Lou Camilotto, one of GENI's founding members. She received a membership to GENI from Lou. Subsequently, Susan participated in a GeoFest workshop, and she became hooked. Since that time, Susan has participated in about ten institutes and workshops – her most memorable being the "Lewis and Clark," paddling down the St. Joe River through downtown South Bend, portaging canoes, and sleeping in tents.



Susan Marquez and her husband Ernesto

Susan's background is a Bachelor of Arts from DePauw University. Geography had something to do with where she studied next: Romance Language Institute affiliated with Universidad Juarez del Estado de Durango. This was the only program that offered the cultural diversity that she wanted (cooking, songs, guitar instruction, dancing and much more) to accompany foreign language studies.

The first school at which Susan taught Spanish (and Russian) was Kokomo High School. Then she taught at the Colegio Americano de Durango. Upon returning to the United States in 1986, she began teaching at North White, where she has taught Travel, Spanish, English as a New Language, and Russian.

Susan loves to travel, and takes students to various countries around the globe. Her most recent venture took her to South Korea where she taught English and square dancing. She incorporates a lot of geography standards in her Spanish language classes. Students seem to enjoy both subjects in her classroom. Some of her students write family histories about immigration – many of which would make an excellent thriller movie! Her students use GPS units for high tech scavenger hunts with bilingual clues. Map skills, orienteering activities (even underwater and snorkeling with a compass), Geography Action! celebrations, lessons about sights/smells, sounds, and feelings (from a multi-cultural perspective), and many



Awards continued from page 5

more make their way into her classroom! Susan feels that she has obtained a lot of good ideas from the GENI network because of the action taken through geography. Her philosophy is if her students learn Spanish and understand geography, they will be able to engage in many diverse places and with many diverse cultures.

Susan met her husband, Ernesto, through a coincidence of geography. Ernesto was the guitar instructor at the program Susan attended at the Universidad Juarez.



Awardees: Susan Marquez and Tim Gavin

They have been married for a long time (Ernesto says even longer). They have four children and one grandson – who is the light of

their lives. You can see that ge-

ography, as most social studies disciplines, belongs across the curriculum. And Susan Marquez undertakes teaching with zeal, diversity, and an open mind.

The last award presented by GENI that evening was a complete surprise. The GENI Board of Directors established a very special award ten years ago: *The Legion of Honor Award in Geographic Education*. It is given to an individual who has made a lifetime commitment toward the promotion of geographic education across all grade levels and woven through all disciplines. Dr. Rick Bein of the IUPUI Geography Department became only the third person to receive this award.

Dr. Bein began his trek through geography over thirty-five years ago in his undergraduate studies through the University of Colorado. From there, he received his M.A. and his Ph.D. from the University of Florida – his research always revolving around agriculture and human impact. He then became involved in the Peace Corps, with work in Brazil and the Sudan. In both locations, he focused on studying the human/environment interaction relative to agricultural needs and techniques. Since that time, Rick has studied similar local and regional agricultural issues in Papua New Guinea, Mozambique, and now Kenya. His lifetime commitment to understanding the agricultural lives of peoples living on the edge, in non-developed countries speaks to his ability to comprehend the spatial nature of geography. Rick has published on these various topics in numerous professional journals and publications. He also shares his findings with students of all grades: kindergarten through college and beyond. Creating a bridge of connectivity between his students in the United States and his friends, or students, in other places encourages a better understanding of the

various lifestyles, needs, economies, and politics of peoples in developing countries.

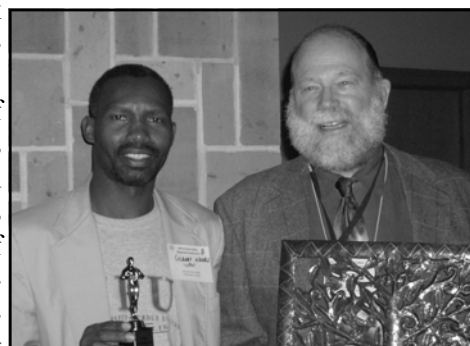
Rick played an integral role in GENI's development. In 1983, a meeting was convened of interested K-12 educators and post-secondary geographers (at Rick's request) in order to discuss the lack of geographic literacy among Indiana's students. Subsequent to this meeting, the Geography Educators' Network of Indiana (GENI) was formed. From 1983 until 1994, Rick lead GENI in its path of providing professional development and field experiences, aiding in standards development, and establishing an overall positive and reliable image. Rick's strong relationships with the National Geographic Society and the National Council for Geographic Education and with many geographers around the country enhanced GENI's networking capacity and encouraged participation from educators at all grade levels, as well as professional geographers.

Due to his personal ability to involve the organization with capable and effective individuals, GENI became extremely active in addressing the diverse needs of Indiana educators: classroom methodology, geographic content, peer collaborations, awards and recognitions, resource support, and professional development. Rick is the reason that GENI is a very successful organization that encourages diverse involvement, networks with various entities, and provides diverse possibilities. Rick's CV is 22 pages long; this tells you the amount of work that he has put into understanding and promoting global understanding.

When awarding the "Legion of Honor", GENI attempts to obtain an item that reflects the recipient. For Rick, we obtained an original metal, hand-tooled "Tree of Life" artwork

done by a gentleman in Haiti. Like this "Tree of Life," Rick has created the solid tree-trunk that is the foundation of a good organization. He has ensured many strong branches of individuals and organizations in-

involved in promoting geographic literacy, and he has established a place to which wildlife (educators, parents, and students) travel to obtain personal and professional sustenance. Like the "Tree of Life," Rick has created a home, via GENI, for global understanding connecting Indiana to the world.



Dr. Rick Bein poses with his "Tree of Life" and visiting Professor Gilbert Nduru from Moi University in Eldoret, Kenya.

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2008 Indiana Geographic Bee

State Qualifiers

(Alphabetized by City)

Anthony Hutchinson Argos JR-SR HS Argos	Cody Williams St. Mary School Crown Point	Nathan Schall Most Precious Blood School Fort Wayne	Nathan Canfield Fall Creek Valley MS Indianapolis
Aaron Bode Avon MS Avon	Abbey Hamstra DeMotte Christain School DeMotte	Dylan Long Mt. Vernon MS Fortville	Jonzachary Forbes Belzer MS Indianapolis
Ryan Alley Batesville MS Batesville	Roger Stremmin North Knox East Elem/JR HS Edwardsport	Garrett Jones Highland Hills MS Georgetown	Eric Hogan Lincoln MS Indianapolis
Amy Cohn Childs Elementary Bloomington	Daniel Eaton Jintown Junior HS Elkhart	Brooks Chupp Chandler Elementary School Goshen	Brandon Jones Guion Creek MS Indianapolis
Conner Cates St. Michael School Brookville	Daniel Aloin Christ The King Evansville	Jeffrey Yoder Bethany Christian Schools Goshen	Michael Joson Christ The King Indianapolis
Zac Schleich Carmel MS Carmel	Cody Godby Evansville Christian School Evansville	Austin Frazier St. Michael's Catholic School Greenfield	Benjamin Lazar St. John Lutheran Indianapolis
Steven Work Creekside MS Carmel	Rachel Hatfield IAHE Region 16 Evansville	Derek Dearing Center Grove MS North Greenwood	Julia Marsan Park Tudor School Indianapolis
Chance Culp-Rigg Chesterton MS Chesterton	Paul Bean Hamilton Southeastern JR HS Fishers	Jacob Marino White River Home Educators Greenwood	William Overhauser International School of Indianapolis Indianapolis
Benjamin Baker Parkside Elementary School Columbus	Ryan Benshoof Riverside School Fishers	Joel Norman Center Grove MS Central Greenwood	Kevin Rex Sycamore School Indianapolis
Kenneth Blancett Southside Elementary Columbus	Joel Brenneman Woodside Middle School Fort Wayne	Annie Gambetta Montessori Children's School Hammond	Luke Richardson Our Shepherd Lutheran School Indianapolis
Sage Mitch Northside MS Columbus	Mitchell Fisher Memorial Park Fort Wayne	Seamus Brennan Nativity Catholic School Indianapolis	Brian Stombaugh Craig MS Indianapolis
Morgan Sims Central MS Columbus	Savannah Knapp Northwood MS Fort Wayne	Jake Brothers St. Simon The Apostle Indianapolis	Collin Sweeney St. Christopher School Indianapolis
Abigail Eineman Jerry Ross Elementary Crown Point	Raymond Sanfrey St. Jude Catholic School Fort Wayne	Robert Bruns St. Monica School Indianapolis	Sam Wilson Eastwood MS Indianapolis

Continued on next page

Mason Moody Parkview MS Jeffersonville	Gautam Rangavajla Castle JR HS Newburgh	Austin Ball Jackson Intermediate Center South Bend	Benjamin Franklin Clark MS Vincennes
Benjamin Scroggins River Valley MS Jeffersonville	Mitchell Backs Noblesville MS Noblesville	Ariane Bolt St. Joseph Co. Homeschool South Bend	Adam Freymiller Northwood MS Wakarusa
Jake Burns Boston MS La Porte	Adam Dinkledine Tipton Area Christian Home ED Noblesville	Jesse Casper Christ The King School South Bend	Charles Dreesen Harold C. Urey Walkerton
Benjamin Tarnow Kesling MS La Porte	Jonathon Hileman North Judson-San Pierre MS North Judson	Edward Lysy Trinity School at Greenlawn South Bend	Henry Robison Lakeview MS Warsaw
Cory Hancock East Tipp MS Lafayette	Thomas Naragon Manchester JR-SR HS North Manchester	Wesley Brown Sunman-Dearborn MS St. Leon	Bradley Mason Washington Junior HS Washington
Daniel Cox Lanesville JR-SR HS Lanesville	Lucas Smithhart Wood Memorial JR HS Oakland City	Derek Andre' Sullivan JR HS Sullivan	Jacob Doerr DeKalb MS Waterloo
Hugo Rios Lincoln MS Logansport	Ingrid Barce Benton Central Oxford	Jacob Kissinger Woodrow Wilson MS Terre Haute	Thomas Key Montessori School of Westfield Westfield
Morgan Lane West MS Martinsville	Marcus Jaurequi East Washington MS Pekin	Adam Marshall THCHE Terre Haute	Joseph McCann St. Maria Goretti Westfield
James Kaiser Elston MS Michigan City	Zach Mahan Lincoln JR High Plymouth	Austin Glenn Westview JR-SR HS Topeka	Justin Parlato Traders Point Christian Academy Whitestown
Erik Troske Barker MS Michigan City	Charles Hempfling North Posey JR HS Poseyville	Landon Davison Ben Franklin MS Valparaiso	<i>All 103 qualifiers have been invited to compete April 4th, for the state title and a trip to the national competition in Washington, DC. This event is open to the public. However, seating is limited during the preliminary round of the competition and any tie-breaker round necessary is closed to all spectators. The final round, where the top ten finalists battle it out, will be in a lecture hall with plenty of seating. If you are interested in attending, visit the GENI website for a copy of the event schedule.</i>
Zachary Gill Saint Bavo Mishawaka	Daniel Johnson Western MS Russiaville	Anthony Kalin Northview Elementary Valparaiso	
Stephen Blaney North Newton JR-SR HS Morocco	James Smedley Salem MS Salem	Daniel Karr Thomas Jefferson MS Valparaiso	
Robert Constant Northside MS Muncie	Benjamin Coomer Immanuel Lutheran School Seymour	Cameron Koenig St. Paul Catholic School Valparaiso	
Trevor Owens Doe Creek MS New Palestine	Ryota Sawayama Seymour MS Seymour	Jake Lisowski Morgan Township School Valparaiso	

Compare and Contrast, Fact versus Opinion: Global Climate Change

Purpose: Students will read two books with divergent opinions addressing global climate change in order to better understand the concepts of “fact versus opinion” and “compare and contrast”, which will enable them to become better able to discern information from future readings.

Objectives: Upon completion of the readings and the guided reading activity, students will be able to

1. distinguish between fact and opinion,
2. identify facts and opinions,
3. analyze readings for “compare and contrast”,
4. assess global climate change utilizing facts and personal opinions, and compare and contrast (or appraise and critique) future climate scenarios.

Grade Level(s): middle school (well-read) and high school

Session(s): Class sessions for this project introduce the concepts, the goals, and provide for wrap-up and discussion. Reading the two books, as homework, may take about three weeks.

National Geography Standards:

3. How to analyze the spatial organization of people, places, and environments on Earth’s surface.
4. The physical and human characteristics of places.
5. That people create regions to interpret Earth’s complexity.
6. How culture and experience influence people’s perceptions of places and regions.
7. The physical processes that shape the Earth’s surface.
11. The patterns and networks of economic interdependence on Earth’s surface.
13. How the forces of cooperation and conflict among people influence the division and control of Earth’s surface.
14. How human actions modify the physical environment.
15. How physical systems affect human systems.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.
18. How to apply geography to interpret the present and plan for the future.

Materials Required:

- An Inconvenient Truth (adapted for younger readers), by Albert Gore and Team (very easy to read)
- The Sky is Not Falling: It’s OK to Chill Out About Global Warming, by Holly Fretwell (easy to read)
- Flip chart/sheet of butcher paper
- Copies of the Guided Inquiry for each student

Background Knowledge: It would be beneficial for the educator to read the two books prior to the assignment being conducted by the students. For example, “The Sky is Not Falling: It’s OK to Chill Out About Global Warming” is written by an author who works for a group, PERC, with a major contributor being ExxonMobil and other corporate interests involved in oil, gas, coal and hard-rock mining, and forestry. Their long-term goal has been to privatize our public lands (National and State Parks/Forests, and BLM), and their short-term goal now entails discrediting the IPCC (International Panel on Climate Change), Al Gore and all climate scientists who speak about climate change. Everyone has *pre-conceptions* about Al Gore and the recent publication of “An Inconvenient Truth”. Students should keep this in mind when attempting to garner a perspective that enables them to discern the message from the author’s, sponsors, funders, grantors, partners viewpoints.

For a complete copy of this lesson, including Key Word Definitions page and Guided Inquiry handout, visit the GENI website, under lesson plans.

INDIANA TAKES THE CAKE

By Melissa Martin, adapted from "Oklahoma Takes the Cake" lesson plan from OKAGE

Grade Level: 4th grade; can be easily adapted to any grade level and/or mapped area. (see bottom of the page)

Purpose: The purpose of this lesson is to engage students in the process of discovery about the landforms of Indiana through the use of maps.

National Geography Standards Addressed:

Standard 1: The geographically informed person knows and understands how to use maps and other geographic representations, tools, and technologies to acquire, process and report.

Indiana Social Studies Academic Standards Addressed:

- 4.3.4: Locate Indiana on a map of the United States; indicate the state capital, major cities, and rivers in Indiana and be able to place these on a blank map of the state.
- 4.3.5: Map the physical regions of Indiana, and identify major natural resources and crop regions.
- 4.3.6: Explain how glacial periods shaped Indiana's landscape and environment.
- 4.3.10: Read and interpret thematic maps, such as transportation, population, and products, to acquire information about Indiana in the present and the past.

Objectives: The students will...

- be able to locate the major landforms of Indiana
- be able to locate the major cities of Indiana
- create an edible map with the results of their research



Materials:

- Parent Letter (see below)
- Indiana maps and/or atlases – *Indiana in Maps Atlas: Geographic Perspectives of the Hoosier State* (available from the Geography Educators' Network of Indiana)
- *Indiana Takes the Cake Project Rubrics (on web version)*
- *Indiana Takes the Cake Group Directions (on web version)*
- *Indiana Takes the Cake Evaluation Form (on web version)*
- numerous cake baking/decorating materials (complete list on web version)

Extensions:

- Have students make the cakes and mix icing.
- Assign each group a different type of Indiana map/cake...
 - *use edible paper (like the one used by your local grocery store bakery) to make outlines of... counties, hydrology, state parks, population, congressional districts, etc. and then have the students decorate the cakes. You can also use this as a GIS lesson with separate "layers" of data (cake).

This lesson has great ideas that are applicable for all grades and areas taught. Simply use the basic principles and apply them to creating an edible map of any country, region, continent, etc. Visit the GENI website for a complete copy of the lesson, including rubrics, group directions, evaluation form, and Indiana outline maps!

The Gang of Fourteen: A Game for Learning About World Climates



Original lesson by Rick Montgomery, Peggy Weyel and Roger Sullivan; updated by Melissa Martin

Description:

This game helps students learn about world climate types, climate data, climographs, and climatic classification in an interesting and engaging manner. Students will try to “round up” a gang of spies located in 14 cities around the world. Fourteen sets of clues, one for each city, will help the student find the location. This spy ring, known as the ‘Gang of Fourteen,’ has placed a large bomb in a fifteenth city. None of the 14 spies knows the location of the bomb, but each has a partial clue to its whereabouts. Each time the students find one of the Gang of Fourteen, they receive that spy’s information about the city where the bomb is located. Teams of students work to solve this problem of international espionage, and the first group to correctly locate the bomb is the winning team.

Grade Level: Middle and High School

Objectives: The student will...

- demonstrate knowledge of the Koppen system of climate classification, and the controls of climate, by using this information to determine place locations.
- be able to locate places through analyzing climatic data shown on a climograph.
- be able to read and interpret a climograph.
- be able to locate places through the longitude and latitude system.

Fundamental Geographic Themes: Location, Place

Related Learning Opportunities: Math, History, Earth Science, Current Events

National Geography Standards:

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
5. That people create regions to interpret Earth’s complexity.
7. The physical processes that shape the patterns of Earth’s surface.

Materials:

- World Atlases
- Prepared climographs (or data and students can create the climographs)
- Notes on how to interpret climographs
- Set of clues
- Optional: Computers with internet access and Microsoft Excel (to create graphs)

A complete copy of this lesson can be found on the GENI website, including the prepared climographs and/or data to have the students create the climographs. To play, students must be able to locate a place by longitude and latitude, and to interpret climatic station data displayed on a climograph. A Goode’s World Atlas can be used for descriptions of world climatic types and to assist in place location. The GENI website also has instructions for creating climographs and a blank climograph if you wish to have the students create the graphs manually. There is also a lesson on a brief understanding of weather and climate.



Mission Possible: Fyodor Petrovich Litke (1797-1882)

The Man, the Mission... and History in the Making!

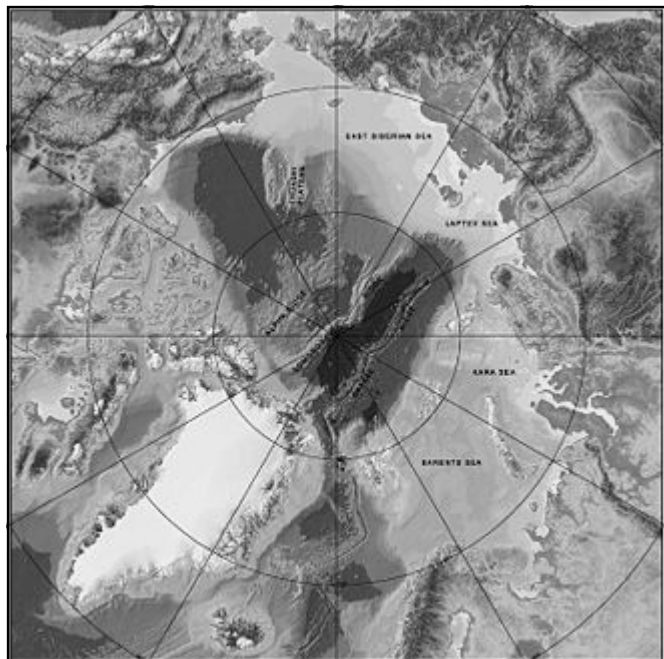
By Joe Ladwig, Lighthouse Christian Academy, Bloomington

He was one of the founders of the Imperial Russian Geographical Society (Russian Geographic Society, post *Oktyabrskaya revolyutsiya*, of 1917). The RGS instituted the Golden Medal named after Litke in 1873. Outstanding geographer-investigators are presently being awarded this medal. Numerous geographic locations round about the Arctic Circle named in his honor.

Count **Fyodor Petrovich Litke** was born September 1797 and passed into the great beyond in August 1882. During his 85 years, Count Litke (Lütke) rose to be a renowned sailor, navigator, arctic explorer, and yes, **a mega-famous geographer!** His career spanned the period of the French Revolution, several revolutionary wars and the Napoleonic Wars in Europe. Meanwhile “back in the U.S.S.R....” the Golden Age of Russian literature brought forth such greats as Dostoyevsky, Chekhov, and Pushkin while Russian culture remained braced against the inroads of Western art forms and influences in general. Czars Alexander I – III, and Nicholas I-II reigned alternately during Litke’s extensive arctic exploration years. Russia’s continued attempts at Western isolationism seem to have been successful in focusing Fyodor on homeland-related values and advancement of those goals at any cost. Its worth noting

that circa 1800 Arctic sea exploration was too often a losing battle in the life and death struggle of man and machine against the freezing/frozen sea. It is well-documented that the Russian military machine focused on success at any cost as demonstrated many times throughout their history. Those *needs of the Motherland* may have spurred Litke to stay away from the shores of Russia as his bent for sea-going discovery did not wane.

The tireless efforts of Litke’s predecessors built and occupied military outposts (forts) in what are now Alaska and Northern California before 1812. I suspect circa 1810 Russian expansion into North America may have fed young Fyodor’s need to contribute to the



greater good of his homeland by relentlessly charting the unknown frozen northern reaches of the Arctic seas in search of resources, strongholds, and other useful assets for Soviet world domination. Throughout these years of discovery the Russians were ruthless in their expansion, thanks in part to Litke’s aggressive arctic explorations. They used their advanced technology to cruelly enslave the primitive Aleuts, especially for sea otter hunting. The Russians captured otter pelts from the Aleutian Islands, through the Gulf of Alaska, along the Alaska Panhandle, and south, even to California. Many Aleuts were moved to the Pribilof Islands on a seasonal basis, often against their will, so that fur seals could be captured there as well. Siberian fur hunters flocked to the Commander Islands and gradually moved eastward across the Aleutian Islands to the mainland. Through charting of these hostile coastlines, Litke supported Russia’s efforts in gaining a foothold on the northwestern coast of North America. The Aleutian Is-

Continued on page 14

Litke continued from page 13

lands consequently belonged to Russia until that country transferred all its possessions in North America to the United States through negotiations with William Seward, the U.S. Secretary of State, in early March 1867. It was *Seward's Folly* which ultimately brought us our 49th state. It was in that same timeframe that Fyodor was awarded the lofty status of "Count Litke" (1866).

As a young naval officer Litke took part in Vasily Golovnin's world cruise on the ship "*Kamchatka*" from 1817 to 1819. Litke led the expedition to explore the coastline of Novaya Zemlya, the White Sea, and the eastern parts of the Barents Sea from 1821 to 1824. From 1826 to 1829 he headed the world cruise on the ship "*Senyavin*", during which he described the western coastline of the Bering Sea, Pribolof Islands, Bonin Islands, and the Caroline Islands. During these voyages he was credited with the discovery of 12 new islands, clarification of landmasses previously thought to be permanent ice shelves *and much, much more!* In the Sum-

mer of '55... 1855 that is, Fyodor Litke turned 58 and was promoted to the rank of Admiral of the Russian Navy.

As a Sailor and a Science Guy I am particularly impressed with Litke's innovative thought in the production of "tide measurers" in 1839. These devices were subsequently placed around the Arctic and the Pacific Oceans in 1841 to study the ebb and flow of local tides which we now know to literally flow around the ocean basins. The useful device has since been used to invalidate some *Inconvenient Truth's* and has led to the Worldwide Tsunami Warning system. Thank you Fyodor for Alaska, tidal studies and the safety net of tsunami protection.

Among other resource materials were: "Arctic." Encyclopedia Britannica. 2008. Encyclopedia Britannica Online. 19 Mar. 2008
"Aleutian Isles." New World Encyclopedia. All credit for producing the original texts goes to the WikiMedia Foundation.

International Studies Summer Institute (ISSI) for Grades 7 - 12 TEACHERS



Indiana University—July 13-26, 2008

Empower your students in an increasingly global community.

The Center for the Study of Global Change at Indiana University Bloomington once again hosts a two-week residential summer institute for middle and high school teachers. Teachers from around the world join IU professors and other internationally prominent speakers to explore diverse topics such as global environmental change, global food security, international trade, populations at risk, and conflict resolution through simulations, panels, interactive communication technologies, and cultural events. The program will include the inaugural *Lord Timothy Garden Memorial Lecture on the Interdependence of Global Issues*.

Teachers will receive certification for Professional Growth Points and may elect to earn 1.0 to 3.0 graduate credits through the School of Education at in-state tuition rates. Participants are accepted on a first come, first served basis. The first twenty teachers accepted will be offered scholarships of \$800 each.

For more information, visit the International Studies Summer Institute website:
www.indiana.edu/~global/institute.htm or email issi@indiana.edu.

Geography and History of the World

Summer Workshops

The Geography Educators' Network of Indiana and the History Educators' Network of Indiana will offer two, 3-day Summer Workshops addressing the new high school course, "Geography and History of the World". Participants will meet Tuesday through Thursday on the IU South Bend and IU Southeast campuses for both classroom and field work. Classroom activities, content support, resource ideas, handouts, professional linkages, technology connections, and field work will be shared – all related to the GHW standards. The IUSB workshop is scheduled for July 8-10 and the IUS tentative dates are late June or July 15-17.

One graduate credit hour will be offered and paid for by this grant from the Indiana Department of Education. A second graduate credit hour is optional, at the participant's expense. CRU's/ Professional Growth Points will also be available. Priority will be given to high school educators teaching either GHW, geography or history, all on a first-come, first-serve basis. Parking will also be provided. This is a commuter workshop; however, some funding may be available for over-night lodging for a few participants at each location. Complete registration below and mail, or visit the GENI website for an electronic registration form (available March 26th).

GHW SummerWorkshop 2008

_____ IUS Workshop _____ IUS Workshop

Name _____

E-Mail Address _____

Home Address _____

_____ Home Telephone _____

School _____ District _____ School Telephone _____

Grade(s) and class(es) you teach _____

Years of teaching experience _____ Degree(s) held, Major, Institution _____

Are you interested in graduate credit? **YES** **NO** (circle one)

I am interested in 1 or 2 graduate hours? (circle one)

Your application must be received by June 1st.

You will be required to produce lesson plans and conduct a book review. You will also be asked to provide proof of insurance that you would use in case of an accident while participating in the Institute.

If selected to participate in the GHW Workshop, I agree to share all information with my colleagues.

Signature _____ Date _____

Mail to: GENI, IUPUI-CA345, 425 University Blvd., Indianapolis, IN 46202-5140



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<http://www.iupui.edu/~geni>



Indiana Geographic Bee State Qualifiers



Geography and History of the World Summer Workshops

Teacher of the Year Awards



My Wonderful World.org

A National Geographic-led campaign